Number Words and Numerals (NWN)

1. “Comienza a contar desde el 986 y yo te diré cuándo parar.” (Stop at 1000)
   - Correct and Fluent (3 pts.)
   - Correct but uncertain (2 pts.)
   - Unsuccessful (1 pt.)

2. “Cuenta hacia atrás desde el 605 y yo te diré cuándo parar.” (Stop at 597)
   - Correct and Fluent (3 pts.)
   - Correct but uncertain (2 pts.)
   - Unsuccessful (1 pt.)

3. Number Identification Cards
   - 628 __________ 402 ___________ 555___________
   - Correct and Fluent (3 pts.)
   - Uncertain, yet correct (2 pts.)
   - Unsuccessful (1 pt.)

Multiplication and Division (M/D)

4. Place out 6 cards with dots face down without allowing the student to see the dots. Say, “Cada tarjeta tiene tres puntos. ¿Cuántos puntos hay en total?”
   - Correct: Multiplies or counts x 3s (3 pts.)
   - Correct on 2nd attempt or counts by ones (2 pts.)
   - Incorrect (1 pt.)

5. “Escribe una oración numérica que vaya con los puntos en las tarjetas.” (Give paper and pencil.)
   - Multiplication sentence - answer matches answer from number 4* (3 points)
   - Correct addition sentence and unable to create correct multiplication sentence** (2 points)
   - Incorrect (1 point)
   * If student writes an addition sentence, ask them to write a multiplication sentence.
   ** If student is incorrect in #4, but uses the same numbers in equation count as correct.

Place Value (PV)  Administer without paper and pencil.

6. “Comienza desde el 67 y cuenta de diez en diez.” (stop at 127)
   - Correct and Fluent (3 pts.)
   - Uncertain, yet correct (2 pts.)
   - Unsuccessful (1 pts.)

7. Show the student the picture of the pencil boxes. “Tengo 132 lápices que deben ser empaquetados en cajas con diez lápices en cada caja. ¿Cuántas cajas puedo llenar con 10 lápices en cada una?” Answer _________
   - Correct (13) (3 pts.)
   - Self corrects when explaining (2 pts.)
   - Incorrect (1 point)

8. Show the card 596 +10. “Lee esta tarjeta.” (Ensure that the student reads the card correctly. Correct them if necessary.) “Resuelve el problema.” Ask, “¿Cómo lo resolviste?” If the student duplicates the standard written algorithm ask if they have another way of solving it.
   - Correct: solves w/o counting by ones. (3 pts.)
   - Self corrects when explaining or cnts by ones (2 pts)
   - Incorrect (1 pt.)

9. Place the card 400 – 198 in front of the student. “Lee esta tarjeta.” (Ensure that the student reads the card correctly. Correct them if necessary. “Resuelve el problema.” Ask, “¿Cómo lo resolviste?” If the student duplicates the standard written algorithm ask if they have another way of solving it. Answer _______________. If student solves incorrectly, ask, “Dime cómo lo resolviste.” Allow them to change their answer if they choose.
   - Correct (202) (3 points)
   - Corrects answer when explaining (2 pts.)
   - Incorrect (1 pt.)

Fractions

10. Give the student the number line from the materials and a pencil. Show the number 1/3. “Muéstrame dónde pondrías este número en esta recta numérica.” (If necessary, ask the student how they knew to place it there.) Show the number 2/3. “¿Dónde pondrías este número?
   - Student attempts to divide line into thirds to correctly place the numbers. (3 points)
   - Student orders numbers correctly and both between 0 and 1, but doesn’t place importance on even spaces between each.
   - Numbers are out of order or not placed between 0 and 1.